LIFE SKILLS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONFIDENCE AND SOCIAL SUPPORT

SYNOPSIS OF THE THESIS

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DECLARATION

I hereby declare that the dissertation synopsis entitled **"LIFE SKILLS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONFIDENCE AND SOCIAL SUPPORT SYNOPSIS OF THE THESIS"** to be submitted for the partial fulfilment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place:

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CERTIFICATE

This is to certify that the thesis titled **""LIFE SKILLS OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SELF-CONFIDENCE AND SOCIAL SUPPORT SYNOPSIS OF THE THESIS"** is an original piece of work done by Seema Devi under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

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Date: Name of the Supervisor

Introduction

"Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. …… Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country"

-NEP 2020

The world today is experiencing swift transformations in its knowledge framework. Due to significant advancements in the emerging sciences and technologies, in addition to emergence of big data, machine learning, and artificial intelligence, many low-skilled jobs across the world may be replaced by automation. This will lead to an increased demand for skilled professionals, especially in fields like computer science, data science and mathematics. The demand will also be complemented by interdisciplinary skills across sciences, social sciences, and the humanities. The happening climate change, increasing pollution, dwindling natural resources, and world's requirement for energy, water, food, and sanitation etc., leads to a heightened demand for new skilled labour, particularly in the areas of chemistry, physics, biology, agriculture, social sciences, and climate science. The increased occurrence of epidemics and pandemics like COVID-19 necessitates for cooperative research in managing infectious diseases and creating vaccines, and the associated social challenges amplify the importance of interdisciplinary education. (NEP-2020)

Today, in such a scenario, when education is shifting its focus from excessive content learning to critical thinking, problem-solving, creativity, interdisciplinary approaches, and the ability to innovate, adapt, and assimilate new information in dynamic and emerging fields. Today, children are required to develop the skills to learn and live effectively in addition to gain variety of knowledge. The NEP-2020 is also based on and focuses on education of life skills such as communication, cooperation, teamwork, and resilience etc. for its young children.

LIFE SKILLS

In today's world life skills refers to the skills that articulate an individual to live at will and productive for the welfare of the society. These skills are supposed to help people successfully deal with the daily needs and challenges and off course manage day-to-day life

affairs. Life skills generally develop through real life experiences and education. These may vary from society-to-society and help people in leading their life to full potential.

UNICEF points that life skill refers to a group of psychosocial and interpersonal skills that can help people in making informed decisions, communicating effectively and developing coping and self-management skills that can help to lead a healthy and productive life. Life skills help an individual in understanding what to do, why to do, how to do, and when to do so i.e., to take action. Life skills depict the ability of an individual to adjust efficiently with the needs and challenges of day-to-day life. (IGNOU, e-gyankosh, Unit-10.pdf)

According to World Health Organization (WHO, 1997) "Life skills refers to the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". The ten Life Skills listed by WHO are Self-Awareness, Critical Thinking, Creative Thinking, Empathy, Decision Making, Problem Solving, Effective Communication, Interpersonal Relationships, Coping with Stress and Managing Emotion.

The International Bureau of Education (IBE) utilised the four pillars of learning identified by Delor's report (1996) for explaining the concept of life skills, which are - learning to know, learning to do, learning to be and learning to live together.

Powel (1995) has defined life skills as 'the life coping skills consonant with the developmental task of the basic human developmental processes, namely those skills necessary to perform tasks for a given age and gender in the following areas of human development-psychological, physical, sexual, vocational, cognitive, moral, social and emotional'.

Hamburg (1990) considers life skills as 'the basic skills for surviving, living with others and succeeding in a complex society'. (IGNOU, e-gyankosh, Unit-10.pdf)

Therefore, life skills can be termed as the generic skills and abilities which ensures the mental well-being of individuals, facilitate cohesive development and ensures effective response of the individual as a social well-being. These skills help an individual to perform her/his day-to-day activities effectively and to be a productive member of the community.

CHARACTERISTICS OF LIFE SKILLS

Life skills have the following characteristics: (IGNOU, e-gyankosh, Unit-10.pdf)

- Life skills are dynamic and continuously evolving which helps adolescents to learn from their experiences and refine their skills.

- Life skills are learnt in many different ways through inside classroom and out of classroom activities. Therefore, the entire ecosystem of the school contributes to life skills.
- It can be learnt through imitation, and practice. Life skills are acquired through practical activities in the home, school and society.
- It can be transferred to other life situations.
- Life skills are developed through constructive information processing and reflection. The constructivist approach adopted by the teacher based on the lived experiences of learners, therefore, facilitates the development of life skills.
- Life skills may be broken into various related components and taught to the students.
- Life skills help in the development of positive self-image, and self-esteem and promote confidence level of students.
- Life skills can transform the mental setup and ensure mental and physical health and wellbeing.
- Life skills facilitate the decision making and problem-solving capacity of adolescents.
- Life skills help in development of values and ethics expected from an individual of a civilised society.
- It facilitates smooth transition from childhood to adolescence by reinforcing and developing emotional intelligence and social maturity.

IMPORTANCE OF LIFE-SKILLS AND LIFE SKILLS EDUCATION

During classes 8 to 12, children pass through the stage of development, which is termed as adolescence. During this stage of development every adolescent encounter psychological and biological change. Students increase their area of friendship outside from parents and family towards peers and the outside world. This time is very crucial as along with emotional ups and downs, children usually develop interpersonal skills and struggle to stabilize their emotional side. Therefore, it will not be wrong to say that life skills are very much the need of the hour in the present time of this 21st Century. The importance of life-skills may be shown as:

1. Life skills help adolescents in developing healthy emotional and social skills during their journey from childhood to adulthood.
2. These help adolescents in dealing effectively with the public and develop problem-solving skills, helping them building their personal individuality.
3. These help children in assessing their strengths and weaknesses in different situations and hence act as an effective intermediary for challenging behaviour.

4. These encourage positive self-esteem and anger control.

The World Health Organization (WHO) 1997, recognising the role life skills in our lives, short-listed ten of the most fundamental life skills for this purpose, as: i) Self-awareness, ii) Empathy, iii) Critical Thinking, iv) Decision making, v) Problem-solving, vi) Effective communication, vii) Creative thinking, viii) Interpersonal relationship, ix) Coping with Stress, and x) Coping with Emotions.

In day-to-day life, some individuals can be seen perspiring, biting their nails, and showing other symptoms of anxiety under any stressful situation, while, in a similar situation some individuals can be seen handling the same situation in a more peaceful manner. This difference of reacting differently in similar situations indicates differences in the life skills of individuals coping stressful situations (IGNOU, e-gyankosh, Unit-10.pdf).

Therefore, to meet the requirements of ever-changing world, life skills education can play an important role to encounter such problems of day-to-day life (Dorji and Yangzom, 2018).

SELF-CONFIDENCE

"Human makes mistakes through-out their lives but how they overcome those mistakes increase their self-confidence. Self-confidence is in-built phenomenon but very few people capitalize on it and gain more, however many others show them on the mercy of this world and are never successful." - Jawaria

Self-confidence is related to inner sensation of every person about capability and personal value of that person. Self-confidence is confidence in abilities to do the task which is the reason of progress and promotion in human. Self-confidence comes from knowledge and practice. The more experience a person has the more confident he becomes. Self-confidence is about trusting oneself and one's ability to succeed at new challenges, tasks and opportunities. Self-confidence leads to successful experiences, which further builds one's self confidence in those areas. (Kiran, 2019).

Successful people have fear, successful people have doubts and successful people have worries, they just don't let these feelings stop them. - J. Harvekar (Cited in Kiran, 2019)

Self confidence in highly acclaimed personal ability of oneself which help in making ones' life free of any difficulty. It can help an individual in making progress and also helps in creating dignity. When a person faces many problems and solve them very easily or with a lot of experience, s/he becomes confident. And this inner quality of confidence makes an

individual powerful, mentally strong to face all the other coming difficulties very boldly. (Saini, 2020). According to Snyder, Lopez, Shane (2009) "One's self confidence increases from experiences of having mastered particular activities. Self-confidence indicates the general characteristic of one's mental ability (http://en.m.wikipedia.org).

Psychologists believe that self-confidence in an intra-psychologist's variable. It helps in making people save money, making standard enjoying their weekends with family, taking exercise leaving influence over others. This confidence makes the students learn more speedily than others and making them a responsible person. 12 articles regarding "A Meta Analysis" found that the people who attribute their success to a stable cause, were found less confident about getting success in the future. On the other hand when a person attributes for his failure to a cause which is unstable and not under his control just like a storm, sickness or any other reason, he can build up his self-confidence easily and get success in future (Saini, 2020).

It is time of rapid change in new technology and the people who want to get rapid success should also have a great knowledge of world-wide new inventions. Modern age i.e. 21st century is the age of science and technology. Due to the rapid progress in every field, there is always a need of high capacity man power to maintain the pace of progress in society. Life has become competitive and every common man has to create a balance with the changing circumstances of progress. In such situation, the person who has an alert mind, active body and frequently motivated spirit can follow and even lead the circumstances. Whereas, an average minded person can lose his self-confidence when he/she finds himself lacking behind (Saini, 2020).

In previous generations most of the social forces were positive and were helpful in building up one's self-confidence. Parents, teachers, media, or other world, everyone was helping us in making us progressive. But in the age of science and technology, the common man cannot pace up with the rapidity of progress and easily lose his/her self-confidence. In this age, it has become compulsory and even the need to maintain the self-confidence in modern societies. Today there is no sphere of life where one doesn't have self-identity. Even man's social development depends on his social-interaction with other's experience. That is why man needs self-perception which acts like a mirror which reflects one's own identity. This self-perception helps in building up one's self confidence and self-identity. In many cases, where individuals have ability to do something but could not reach to the target if they have less confidence in them (Saini, 2020).

The child must feel confident within his own personal limitations. His accomplishment will be in proportion to his feelings of capability and results are constructive. Sometimes, it may be seen that without this confidence children acquire knowledge and skills but development of a competent and mature person requires confidence. To the extent that the child lacks self-confidence these feeling is destructive and hinder him/her in reaching his goal, in fulfilling his/her basic drive. It is therefore, self-confidence is necessary. Let us see few of the things which can contribute for the development of such feeling (Kiran, 2019).

To be confident, children must have the feeling that they are capable of operating on their own. They need to know that they can function successfully on the directions of others as well. But this is not enough. They need to feel successful independently in some areas. Which is possible if the areas of independence and responsibility increases and their feeling to succeed in handling their progress also increases, otherwise it would be difficult for them to increase their self-confidence. This feeling makes one a leader of oneself and not a follower of others. When a child acknowledges success, he stops comparing her/himself with others. Confidence does not mean that people should think themselves more valuable than others or even higher than others. People who think that way actually think very low of themselves. When a person feels confident, he gives signals of positiveness, energetic powerful, successful, appreciating oneself, acknowledging self-worth, non-judgmental, self-awareness, accepting oneself, believing her/himself as unique. On the other hand, if a person feels doubtful, shaky, uncertain, lower self-esteem, high ego, weak, negative, defensive, aggressive, lack of inner peace mean she/he lacks confidence (Kiran, 2019).

TYPES OF SELF-CONFIDENCE

Confidence may be classified as low self-confidence, optimal self-confidence and over self-confidence.

Another way we can say self-confidence in terms of trait and state self-confidence. Where trait self-confidence may be termed as stable level of self-confidence irrespective of the situation and state self-confidence as unstable with fluctuating levels.

IMPORTANCE OF SELF-CONFIDENCE

Self-confidence is of great importance in one's life as it shapes every transformation of one's life. Children who lack confidence in them cannot expect others to have faith in them.

Self-confidence has the power to change a person's whole life to better whereas lack of confidence negatively affects one's social relations, achievements, career and even mood. A

more confident a person feels less disappointed if s/he is being rejected. A more confident individual encounters more risk-taking opportunity (Kiran, 2019).

The following points enumerate further the importance of Self-confidence:

1. More self-confidence leads to less effect of any kind of criticism on the individual.
2. More self-confident means less anxious individual.
3. More self-confident individual has a better power of solitude, the ability to feel good even when one is alone.
4. More self-confident person feels worthy regardless of his/her social or economic status.
5. A self-confident person can be a wonderful role model for others.
6. Less self-confident individual feels mostly jealousy and insecure.
7. Low self-esteem and lack of confidence can be some of the main factors that trigger depression. Means building self-confidence among an individual can help the individual in preventing depression.

SOCIAL SUPPORT

A significant interest has been shown by the social scientists in 'social support' (Caplan, 1974; Cobb, 1976; House, 1981). According to Caplan (1974), "Social support systems consist of continuing social aggregates that provide individuals with opportunities for feedback about themselves and for validation of their expectations of others". Social system theories have a general consensus that social support systems are effective in nurturing and sustaining linkages among the persons who are supportive on both day-to-day basis and in the time of need and crises (Brim, 1974; Caplan, 1974; Cobb, 1976, Cobb, 1979; Dunst & Trivete, 1986; Tolsdorf, 1976; Walker, Mac Bride & Vochon, 1977; Weiss, 1974). Links between individuals and groups are generally used to characterize social support systems. (Bett, 1971; Mitachell, 1969; Mueller, 1980). Mitchell & Trichett, 1980 described that linkages operationally may be described in terms of connectedness and frequency of contacts.

Cobb (1976) has defined social support as the information that leads the individual to feel cared for, loved, esteemed and a member of network of mutual obligation. In 1979, he also offered descriptions about non-social support as instrumental support referred as counselling, active support as mothering, and material support in terms of goods and services. Dead & Lin (1977) opined that social support may be seen as woven around two systems: i) the instrumental system, which is geared to the satisfaction of individual needs, and ii) the maintenance of social solidarity. Bowlby's theory of attachment (1969, 1973 & 1980) depends heavily on this interpretation of social support. He further emphasised, when social support is available to

children in their early life as an important attachment figure, children become more self-reliant, also learn to extend support to others, and show a decreased likelihood of psychopathology in their later years of life. He also concluded that availability of social support fosters among the children the capacity to survive and overcome frustrations and problem-solving encounters. The availability of social support also denotes the functions and quality in social relationships like supposed readiness of help or support actually received by the individual. It occurs due to some collaborative procedure and can be linked to selflessness, a reference of commitment, and the discernment of reciprocity. The narrower sense recognises social support as resources provided by other individuals as a coping assistance or an exchange of resources. Intuitively it is understood as one of the potential keys to well-being of individuals and particularly for those experiencing major life transitions and crises (Caplan, 1974; Mucubbin & Boss, 1980).

Hirsch (1980) conceived social support as a support accessible to an individual through social ties to other individuals, group and larger community.

House (1981) defined social support as an interpersonal transaction involving one or more of the following: (a) emotional concern (liking, love and empathy), (b) instrumental aid (goods or services), (c) information about the environment, and (d) appraisal (information relevant to self-evaluation).

Schaefer, Coyne & Lazarus (1981) identified three dimensions of social support: (i) emotional support (which involves intimacy and receiving reassurance), (ii) tangible support, or the provision of direct aid and services, and (iii) informational support (which includes advise concerning solutions to one's problems and feedback about one's behaviour).

Shumaker & Brownell (1984) defined social support as "an exchange of resources between at least two individuals perceived by the provider or the recipient to be intended to enhance the well-being of recipient". It may be in the shape of people, who are available and on whom we can trust, people who show us that they love, care, and cherish us. Additionally, a number of social scientists have thought of social support as an interpersonal interaction and a structural integration into a social network (Cohen & Syme, 1985; House & Kahn, 1985; Barrera, 1986, Cutrona, 1987). Social support may be termed as one of the important coping resources which affects an individual's or a family's adjustment with any kind of stress or stressful situation. In general, social support can be defined as a support which is provided by other people to an individual and that arises in the matter of intrapersonal relationships.

Social support is seen as a multidimensional construct which includes physical and instrumental assistance, attitude transmission, resources and information sharing along with emotional and psychological support (Dunst & Trivette, 1986). The family unit is embedded in broader ecological systems consisting of blood and marriage relatives, friends, neighbours and other acquaintances. These formal and informal kinship units are embedded further in larger social units, including neighbourhoods, temples, social organisations, the parent's place of work and school. A fundamental tenet of social system theory is that ecological units do not operate in isolation but interact both within and between levels so that changes in one unit or subunit reverberate and impact upon other units.

The multidimensional view of social support was adopted on the basis of Robert Weiss's (1974) theory of the provisions of social relationships. The provisions described by the Weiss are: (i) reliable alliance (the assurance that one can count on others for assistance under any circumstances usually obtained from family members), (ii) guidance, advise and information (usually obtained from teachers, mentors or parent figures), (iii) social integration, a sense of belongingness to a group of people who share common interests and recreational activities (usually obtained from friends), (iv) attachment, a sense of emotional closeness and security (usually provided by a spouse or lover), (v) reassurance of worth, acknowledgement of one's competence and skills (usually obtained from co-workers), and (vi) opportunity of nurturance, a sense of responsibility for the wellbeing of others (usually obtained from one's children).

Social support includes both satisfaction with various sources of social and the number of sources of support available to a family. In other words, social support is the physical and emotional comfort given to one by his/her family, friends, co-workers and others. It's knowing that one is part of a community of people who love and care for him/her, value him/her and think well of him/her (Singh, 2012).

REVIEW OF RELATED LITERATURE

Anja et.al. (2025) in their study entitled, "Life skills education as a balancing act: Preparing students to handle life challenges in upper secondary English and social science classrooms" concluded that despite global recommendations, evidence of life skills education (LSE) in classrooms is scarce. The study involved classroom observations of naturally occurring instruction across 18 Norwegian upper secondary classrooms and identified how LSE was implemented in English and social science lessons to support students' handling of personal, societal and future challenges. The study revealed more prominence of LSE in English than in

social science and more often in general compared to vocational studies, offering insights for LSE implementation in pedagogy and policy.

Tagat et.al. (2025) in their study entitled, "The impact of life skills education on socio-emotional development and school-related outcomes among adolescents in India" concluded that 'The Magic Bus India Foundation (MBIF) Life Skills program', known as the Childhood to Livelihood (C2L) program, which aims to build life skills among adolescents aged 11 to 15 years has a positive impact on both educational and socio-emotional outcomes among adolescents. The findings suggest that life skills interventions can effectively enhance school attendance, self-efficacy, resilience, and gender attitudes. These results have important implications for policy, indicating that integrating socio-emotional learning (SEL) programs in school curricula can contribute to better educational and developmental outcomes for adolescents in resource-constrained settings.

Kaya & Önder (2025) in their study entitled, "Social Support and Flourishing Among Adolescents: The Multiple Mediating Roles of Self-Compassion and Sense of Coherence" found a positive correlation between social support, self-compassion, sense of coherence, and flourishing. In addition, the serial mediating role of self-compassion and sense of coherence between social support and flourishing was accepted. Bootstrap analysis confirmed that the direct and indirect effects were significant. The study findings put forth that social support increases flourishing through self-compassion and sense of coherence.

Aromatario et.al. (2024) examined the literature on the components of interventions that can effectively enhance the personal, social, and life skills of adolescents in various areas.

Brisson et.al. (2024) in the study entitled, "Trends in the Link Between Perceived Social Support and Life Satisfaction in Adolescents (2013/14–2021/22): A Cross National Study" aimed to (a) report trends in adolescents' perceived family, friend, classmate, and teacher support, (b) estimate the extent to which each source of support related to life satisfaction across space and time, and (c) ascertain whether sociodemographic factors moderated the relationship in question. It was concluded that levels of perceived social support and their associations with life satisfaction subtly changed.

Bora (2024) acknowledged the importance given to life skills in the NEP-2020 which represents a progressive shift of the policy towards nurturing well-rounded individuals capable of dealing with the complexities of modern life.

Lakshmi & Annapurna (2023) conducted a systematic review to know about the existing literature on Effectiveness of Life skills Education in relation to Academic Achievement of Students. They reviewed 15 research articles from the year 2012-2023 to know about the existing life skill programs and its impact on academic achievement in the world. They concluded with the importance of life skills education and the benefits of imparting life skills education in our curriculum to develop social, emotional, and thinking skills in students, as the important factor for building strong citizens, who can cope up with future challenges, and survive well.

Mei-ki Chan et.al. (2022) in the study entitled, "Social support profiles associations with adolescents' psychological and academic functioning" explored typologies characterized by family, peer, and school support among students in early (Grade 7; n = 27,399) and late (Grade 11; n = 27,984) adolescence. It was assessed how each latent profile related to key aspects of psychological and academic functioning and the moderation of gender in these associations. Three convergent profiles (i.e., *High*, *Moderate*, and *Low Support*) and two divergent profiles (i.e., *Minimum Peer Support* and *Minimum Family Support*) were found in both grade levels, with psychological and academic functioning differentiated by the profiles. The *Minimum Peer Support* and *Minimum Family Support* profiles showed the lowest functioning in all domains across grade levels. The *High Support* profile showed the highest psychological health and academic performance. Gender moderation was observed in the associations between social support profiles and psychological functioning and was more prominent among 7th graders than 11th graders. Findings suggest that social support's impact is determined by combinations of various support sources, age, and gender. The social support profiles and their associations with students' characteristics and outcomes may inform practitioners in supporting vulnerable groups and planning interventions.

Sharma (2022) in the study entitled, "A study of life skill training among adolescents in Delhi" found significant relationship of the continuous socio-economic and personal variables with Coping Skill, Communication Skill, Decision making skill and Interpersonal Relationship skill of the Respondents of Government school and Private School.

Bhatt (2022) in the overview of researches on Self-Confidence and its Impact on Students Academic Achievement identified the elements that influence students' self-confidence and their effect on academic achievement. Self-confidence is not the same as self-esteem, which is an assessment of one's own worth, but self-confidence is more explicitly a belief in one's capacity to achieve a goal, which according to one meta-analysis is comparable to self-efficacy

generalisation. Many people, including Abraham Maslow and others after him, have stressed the need of distinguishing between self-confidence as a basic personality trait and self confidence in relation to a specific job, skill, or difficulty (i.e. self-efficacy). The term "self-confidence" usually refers to a person's overall self-assurance. This is distinct from self-efficacy, which is defined as "belief in one's capacity to succeed in certain settings or complete a task" (Albert Bandura) and so is the phrase that more truly relates to specific self-confidence.

Ezra (2021) conducted a study on the life skills of higher secondary students in relation to academic achievement and found that life skills development in students is a contributing factor which enhances the quality of academic performance.

Lone (2021) made a systematics review of studies from the year 2011-2020 on Self-confidence among Students and its Impact on their Academic Performance. Research has shown that stronger the individual's self-confidence and beliefs, the higher the goals they set for themselves and the firmer their commitments are to them.

Ambika & Panwar (2021) in their study entitled, "Self-Confidence: A Comparative Study on Young Adolescents" found that both adolescent boys and girls have moderate levels of general self-confidence, gender has no role to play in expression of general self-confidence among adolescents. The participants scoring just moderate levels of self-confidence indicates the necessity to provide the information related to increase in confidence levels. As the participants are from high school, providing quality workshops, conducted programmes related to enhancing self-confidence and its uses would help them increase in their confidence levels.

Sahibzada & Akbari (2020) in the study entitled, "Students' Self-Confidence and Its Impacts on Their Learning Process" found that only some of the students were low self-confident and most students were highly self-confident. In addition, students' self-confidence effected their learning in areas of students' participation, in seeking goal, developing interest in lessons, in decreasing students' anxiety, they are being comfortable with their instructors and classmates and also in sharing their opinions related to lessons in class.

Fahimirad & Nair (2019) in their research entitled, "A Qualitative Research Study on the Importance of Life Skills on Undergraduate Students' Personal and Social Competencies" found that embedding the life-skills program in the university curriculum plays a key role in shaping students' personal and social competencies. The finding shows an important implication for educators and educational policy makers to integrate students' life skills into curriculum so as to influence students' professional and interpersonal skills such as team

working, communication, leadership, time management, decision making and problem-solving.

Ballane (2019) in the research entitled, "Understanding of Self-Confidence in High School Students" found 2 student themes: (a) developing confidence and (b) set for success, and 3 themes from the teacher focus group: (a) student academic performance, (b) creating a positive space, and (c) student confidence. Professional development was designed for local application, including strategies to enhance students' academic self-confidence to lead to enhanced academic performance. Implications for social change includes increased student success as they transition to college.

Prajapati et.al. (2016) highlighted the significance of life skills education. They pointed out the benefits of imparting life skill education in our curriculum i.e. developing social, emotional & thinking skills in students, as they are the important building blocks for a dynamic citizen, who can cope up with future challenges, and survive well.

Greenacre et.al. (2014) in the examined the Self Confidence and the Ability to Influence. The results of Study 1 demonstrate that increases in social self-confidence leads to greater perceptions of interpersonal influence. While Study 1 is limited by its measurement of perceived influence instead of actual influence, perceptions are more likely to arise in the presence of actual influence. Study 2 provides a more direct test, showing experimentally that people with more social self-confidence influence the decisions of others to a greater extent than those with less social self-confidence. They emerge as a social leader with others following their decisions, in this case, their decision to purchase a product.

Camara et.al (2014) found that the dual role of interpersonal relationships – as stressors and as sources of social support. Adolescents draw on sources of support that are familiar, mature, friendly, and, most importantly, worth of trust. Their most valued type of support is emotional, although there should be a match between the needs and the help offered. Implications for intervention programmes are discussed.

From the purview of the review of studies related to life skills, self-confidence and social support as specified above, it can be seen that investigator could hardly locate studies which have investigated the relation of life skills with self-confidence and social support.

NEED AND SIGNIFICANCE OF THE STUDY

Adolescence is an important stage in every individual's life. The time in every individual's life when the foundations of future education are built and the life skills

development takes place. At present time life skills and their influences on education is one of the most concerned areas of educational system. These skills help adolescents to maintain a cordial relationship with parents, friends and other individuals as well as help them keep pace with latest advancements and technological innovations in the rapidly changing world today. The rapidly changing world demands changes in the life style of the individual which further demands changes in communal, ethical, honest and spiritual values of society. These changes are unavoidable and the most affected ones are the adolescents, which may result in to experience to risky behaviour. Some basic life-skills that should be introduced in schools like time management, managing money, first aid, learning from failure, self-defence, healthcare and health insurance, cooking, thinking, conversation and balancing mental health for a better life have been suggested in this regard (Mysore, Vranda and Rao, 2011; Jitender, 2014 and Neelam, 2019).

Life skills such as decision-making, problem-solving, communication, emotional stability, and critical thinking etc. are invaluable assets that can help young adults navigate through the challenges of daily living.

Self-confidence is one another factor which affects an individual's personality and applications of acquired life skills. Self-confidence empowers an individual to trust her/his judgment and different skills. A confident person is more likely to communicate effectively, take different initiative, creatively solves problems, and take decisions without any fear of failure. It also helps an individual to bounce back from mistakes, when facing challenges in education, at work place, or in personal life at any point of time. A confident individual does not afraid of taking risks and learns from the outcomes and shows willingness in trying new things or stepping out of comfort zones. This shows the belief, an individual has inside, that she/he can perform any specific tasks successfully. Researches have shown in past that self-confidence results in to better performance with life skills.

Individuals having good Social Support in terms of: having supportive parents, friends, relatives, teachers, or mentors have a space where individuals can practice and refine life skills without fear of harsh criticism. Emotional support reduces anxiety and stress which allows individuals to develop coping skills, resolving conflicts, and improving emotional intelligence. Strong positive feedback from parents, friends, other family members or other individuals motivate an individual in practicing life skills, even when the individual faces setbacks in life. Social support helps individuals often in observing and modelling effective life skills from

people around them e.g. learning assertiveness, empathy, problem-solving or strategies to manage stress etc.

In the light of above discussion, it has been felt by the investigator that self-confidence is like an engine that drives an individual to apply life skills in different situations as per the need of the hour and demand. On the other hand, social support is like a fuel and maintenance system that keeps the engine running smoothly, especially whenever challenges come in an individual's life or life poses demands in front of the individual. Together, they form a cyclic system which in turn strengthens life skills in a much better way. Hence, investigator decided to study life skills of adolescents or senior secondary school students in relation to their self-confidence and social support.

STATEMENT OF THE PROBLEM

"Life Skills of Senior Secondary school students in relation to their self-confidence and social support"

RESEARCH QUESTIONS

1. Will there be any relation between life skills and self-confidence of adolescents?
2. Will there be any relation between life skills and social-support of adolescents?
3. Does gender, type of school, family type, self-confidence and social support have any effect on the life skills of adolescents?
4. Will there be any difference in the life skills of adolescents based on gender, school type, family type, self-confidence and social support?
5. Will there be any interaction based on gender, school type, family type, self-confidence and social support in relation to the life skills of adolescents?

OBJECTIVES OF THE STUDY

Following objectives have been formulated for the present study:

1. To study the life skills of senior secondary school students.
2. To study the difference in the life skills of senior secondary school students in relation to their gender.
3. To study the difference in the life skills of senior secondary school students in relation to type of school.
4. To study the interactional effect of gender and type of school on the life skills of senior secondary school students.

5. To study the difference in the life skills of senior secondary school students in relation to family type.
6. To study the interactional effect of gender and family type on the life skills of senior secondary school students.
7. To study the interactional effect of type of school and family type on the life skills of senior secondary school students.
8. To study the life skills of senior secondary school students with respect to self-confidence.
9. To study the combined influence of following variables on the life skills of senior secondary school students:
    i) Gender and Self-confidence.
    ii) Type of School and Self-Confidence.
    iii) Family Type and Self-Confidence.
10. To study the correlation between life skills and self-confidence of senior secondary school students.
11. To study the life skills of senior secondary school students with respect to social support system.
12. To study the combined influence of following variables on the life skills of senior secondary school students:
    i) Gender and Social Support.
    ii) Type of School and Social Support.
    iii) Family Type and Social Support.
13. To study the correlation between life skills and social support system of senior secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant gender - wise difference in the life skills of senior secondary school students.
2. There will be no significant difference in the life skills of senior secondary school students in relation to type of school.
3. There will be no significant interactional effect of gender and type of school on the life skills of senior secondary school students.
4. There will be no significant difference in the life skills of senior secondary school students in relation to family type.

5. There will be no significant interactional effect of gender and family type on the life skills of senior secondary school students.
6. There will be no significant interactional effect of type of school and family type on the life skills of senior secondary school students.
7. There will be no significant difference in the life skills of senior secondary school students with respect to self-confidence.
8. There will be no significant combined influence of following variables on the life skills of senior secondary school students:
    i) Gender and self-confidence.
    ii) Type of school and self-confidence.
    iii) Family type and self-confidence.
9. There will be no significant correlation between the life skills and self-confidence of senior secondary school students.
10. There will be no significant difference in the life skills of senior secondary school students with respect to social support system.
11. There will be no significant combined influence of following variables on the life skills of senior secondary school students:
    i) Gender and social support.
    ii) Type of school and social support.
    iii) Family type and social support.
12. There will be no significant correlation between the life skills and social support system of senior secondary school students.

DELIMITATIONS OF THE STUDY

1. The study will be delimited to the government and private senior secondary schools of state of Himachal Pradesh.
2. The study will be delimited to students of plus two classes only.
3. The study will be confined to the four districts of Himachal Pradesh to be selected randomly.
4. The study will be confined to one dependent variable i.e. life skills and five independent variables i.e. self-confidence, social support, gender, type of school and family type.

OPERATIONAL DEFINITIONS OF KEY TERMS

LIFE SKILLS: Life skills refer to a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights to lead a healthy and productive life and subsequently become agents of change. In the present research life skills indicates the scores obtained by senior secondary school students on life skills scale (Dimension-wise and overall) developed by Anjum Ahmed and Saba Parveen (2022).

SELF-CONFIDENCE: Self-confidence refers to a belief in an individual's own abilities and qualities, resulting in to a feeling of trust and assurance. It is about accepting oneself, trusting in her/his skills, and feeling in control of life. Self-confidence is an attitude that shapes how individuals approach challenges and opportunities. In the present research self-confidence indicates the scores obtained by senior secondary school students on self-confidence scale developed by Madhu Gupta and Bindiya Lakahni (2018).

SOCIAL SUPPORT: Social support is the physical and emotional comfort given to one by his/her family, friends, co-workers and others. It's knowing that one is part of a community of people who love and care for him/her, value him/her and think well of him/her. In the present research social support indicates the scores obtained by senior secondary school students on social support scale to be developed by the investigator herself.

GENDER: Gender refers to the male and female senior secondary school students.

TYPE OF SCHOOL: It refers to urban and rural area of senior secondary school students.

FAMILY TYPE: It refers to nuclear or joint family types of senior secondary school students.

RESEARCH METHODOLOGY

In the present research survey technique under descriptive research will be utilised to realise the objectives of investigation.

SAMPLING

The present investigation shall be utilising multistage sampling along with the process of random sampling and incidental sampling. In the first stage, four districts will be selected through random sampling techniques. At second stage, the list of educational blocks in each of the four districts will be taken and three or four educational blocks will be selected purposively. At the third stage, the list of secondary schools will be taken and in each of sampled blocks

proportionate government and private schools will be selected through systematic random sampling technique. At the last and final stage, the students studying in these schools will be sampled incidentally. In all, the investigator will make efforts to select at least 600-700 students as subjects of sample from all the sampled schools.

RESEARCH TOOLS TO BE USED

In the present study following tools will be used:

1. **For measuring the Life skills of senior secondary School Students**, a standardized tool entitled, **"Life Skills Scale" developed by Anjum Ahmed and Saba Parveen (2022)** for 15-24 age group with 40 items across 10 dimensions viz. i) Self-awareness, ii) Empathy, iii) Critical Thinking, iv) Decision making, v) Problem-solving, vi) Effective communication, vii) Creative thinking, viii) Interpersonal relationship, ix) Coping with Stress, and x) Coping with Emotions.
2. **For measuring the self-confidence of senior secondary school students**, a standardized tool entitled **"Self Confidence Scale" by Madhu Gupta and Bindiya Lakahni (2018)** for secondary and senior secondary school students with 48 items across five dimensions viz. i) Decisiveness, ii) Self-concept, iii) Self-control, iv) Interpersonal Relations, and Parental Control.

   OR

   a standardized tool entitled **"Self Confidence Inventory" by Rekha Gupta (2013)** for adolescents and adults with 56 items.
3. **For measuring the social support system** of senior secondary School Students, a **research tool which will be of Likert type** in nature **will be developed by researcher herself**.

STATISTICAL TECHNIQES TO BE USED

For checking the normality of the data, certain descriptive statistics like mean, median, mode, S.D, skewness and Kurtosis will be calculated on life skill scores of senior secondary school students.

For finding the significant difference between means, 't' test will be used. To study the interactional effect of gender, type of school, family type, self-confidence and social support on the life skills of senior secondary school students, a statistical technique of two-way Analysis of Variance (ANOVA) will be applied. To study the correlation between life skills, self-confidence and social support, Product moment correlation coefficient will be used.

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